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ABSTRACT

This 1969 study in Lincoln, Nebraska, assessed participants' attitudes toward adult education before and after enrollment in public school adult education classes of their own choice. Major characteristics included sex (484 males, 1,014 females) and sources of tuition (self and family 1,362, sponsoring agency 63, employer 72). Courses were divided among adult basic, secondary, business, distributive, general, home and family life, and industrial education. Enrollees were pretested and posttested for attitude changes. The 24 item Adolph and Whaley attitude questionnaire was used, with one statement added: "Lincoln public schools should budget more tax money for adult education than they do at present." These were among the conclusions reached: (1) participants were uncertain of their ability to learn; (2) they felt that adult education was worth the money spent, but they were undecided on tax funding; (3) they felt that the program should continue, that it used time wisely, but it had relevant material and subject matter, and that time and effort requirements were reasonable; (4) special participant needs were being met. Many especially liked the program because they felt it increased self-confidence and broadened the mind. (LY)

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Research Report

A STUDY OF THE CHANGE IN ATTITUDE (TOWARD) ADULT EDUCATION

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INTRODUCTION

> We may as well admit that it is not the education of children that can save the world from destruction; it is the adult who must be released from his provincial mindedness, his animistic prejudices, his narrow customs, his obsolete habits; it is the adult who must be given the chance to become free in a world of science, tolerance, human sympathy, and intelligent organization. (Harold J. Alford, Continuing Education Action, 1968)

Enrollment in adult education has increased at an almost unbelievable pace during the past decade. In spite of a lack of a single, concise definition, and direction, and continued diffusion caused by the multifarious organizations falling short of the coordinated effort needed in any single community, adult education continues to flourish. It could be said that expanding need and response still overshadow administrative, organizational, and financial difficulties.

A continually rising, although somewhat fluctuating, demand on the part of the general public, the business and industrial world has resulted in ever-expanding programs. From the almost exclusively remedial nature of the early days of adult education, one now finds as wide a variety of offerings as there are needs in our complex society--from short-term courses on "How to Prepare Income Tax Forms" to a planned sequential program for re-training of highly skilled technologists. Classes to alleviate illiteracy proceed in rooms next to courses which fill leisure time activity needs or those where English is taught to the foreign-born.

Labor experts estimate from three to seven the number of times a person entering the work-a-day world today will require re-training or upgrading before he is eligible for retirement. To say the challenge is monumental and immediate is to mimic the words of leading authorities in the field, such as Knowles, Knox, Brown, Verner and others.

The results of these educational experiences, insofar as skills and knowledges obtained, speak for themselves. A growing body of research testifies that adults can and do learn. And they learn well.

But do they also enjoy the learning experience? Do they feel the effort, the time, the money well spent? Would they advocate a greater commitment, financially and otherwise, to the continuation and expansion of adult education? To these and other questions, this investigation addressed itself.

PROBLEM

The purpose of this study was to assess the attitudes of participants toward adult education prior and subsequent to enrollment in adult education courses of their choosing. Specifically, this study sought to answer the following questions:

1. Will "adults" be more positive in their attitudes toward the relative worth of adult education after completion of a course?

2. Is there a significant difference in the change of attitudes according to the type of course taken?

3. Will the age of the participant be a significant differential in determining the degree of attitudinal change?

4. Will the gender of the enrollee be a significant factor in changing attitudes?

5. Does previous educational attainment level affect significantly the extent of attitudinal change?

6. Will the fact that a person's enrollment fees were paid by self/family, sponsoring agency, or employer prove a significant factor in effecting change in attitudes?

If factors of type of course; age, sex, or educational level of participants; or source of tuition funds prove significant, then important insights have been gained. Such data could provide arguments and direction for greater and more concentrated efforts in curricular experimentation and development.

Should positive overall gains be recorded, but no significant difference noted in the factors identified, then support for current approaches would be substantiated. On the other hand, if changes in attitude be negative, all significant factors can prove elements for additional research and subsequent consideration in modifications of curricular offerings.

PROCEDURES

The design employed in this investigation was the Pretest-Post-test design. Specific procedures were employed in the following manner:

A. Sample Population. All enrollees during the Spring, 1969, session in the Adult and Vocational Education Division of the Lincoln, Nebraska, Public Schools were utilized. Total enrollment at the beginning of the semester is shown in Appendix A as 1502, organized by age, sex, educational attainment, and source of tuition. The most significant differences in these factors appeared in sex (484 male, 1014 female), and source of tuition funds (self/family - 1362, sponsoring agency - 63, and employer - 72).

The chart in Appendix A also reflects the organizational pattern under which courses were offered and students enrolled. These seven divisions constitute the manner in which the Lincoln schools administer the adult education program: adult (1) basic education, (2) high school, (3) business education, (4) dis-

tributive education, (5) general education, (6) home and family life and (7) industrial education.

B. Instrument. The instrument administered was the attitudinal questionnaire developed, validated and determined reliable by Adolph and Whaley (Adult Education, Spring, 1967). Two modifications of the instrument were made: (1) substitution of Nebraska for Canada, as it appeared in the original instrument, and (2) the addition of a statement: Lincoln Public Schools should budget more tax money for adult education than they do at present.

Other than as noted above, the instrument was not modified. The same marking scale (1-extremely unfavorable; ...5-neutral; ...9-extremely favorable) was employed.

In addition, a series of questions were attached on which the participants recorded their age, gender, educational attainment, source of funds used to pay tuition fees, and the division under which the course taken was administered.

C. Administration of Instrument. Each instructor was given a detailed written set of instructions for administration of the pre-test at the outset of the first class session. In several instances, at the suggestion of divisional chairmen, the pre-test was administered by graduate students of Teachers College, University of Nebraska. All those who administered the test were given an orientation session prior to the time they were to administer the questionnaire at which time the procedure for administration and the test itself were gone over in detail.

The same procedure was followed at the post-test, which was given during the final class session. At all times participants were asked to respond according to whatever information or opinion they held at that time. No additional explanation or information was offered.

Instructors and students in all classes were assured anonymity. Students were told that at no time would the instructor see the results for the class or any single student.

Instructors were assured that no supervisor or administrator would have access to the test scores of their students.

It should be noted that in several of the basic education sections, where students could not read, the test was administered verbally. A copy of the test, with the accompanying personal data sheet is found in Appendix B.

D. Limitations of the Study. These several limiting factors should be noted:

1. Four hundred twenty-six (426) fewer took the post- than the pre-test. This constituted the number who failed to complete the course. No attempt was made to identify these individuals and administer the post-test. (Three hundred forty-seven (347) of these 426 were female.)

2. Previous enrollment in adult education "courses" was not ascertained, which could affect the extent to which attitudes toward experiences in the current situation were capable of changing.

E. Analysis of the Data. Tables 1 through 25 reveal the (1) initial mean, (2) final mean, (3) degrees of freedom, (4) T-score, and (5) level of significance if .05 or .01. These are shown for (A) each of the seven organizational divisions, (B) the composite for all enrollees, and (C) factors or variables that proved statistically significant. The following treatment will reflect on each of the statements posed, composite initial and final means, and any significant variables.

Statement 1: Adult education is the answer to unemployment.

Composite scores were 5.85 and 5.99 initially and finally, respectively. Participants in the 25-34 age bracket showed significant change in attitude at

the .01 level with an initial mean of 5.68 and a final mean of 6.16.

Statement 2: Adult education requires too much time and effort.

The mean scores for the total enrollment varied significantly at the .01 level, changing from an initial mean of 1.90 to 2.14. Also at the .01 level of significant change were (a) those under 25 years of age (1.92 to 2.32), and (b) women (1.80 - 2.05). Changing their attitudes significantly at the .05 level of confidence were (a) those enrolled in the home and family life division (1.80 - 2.10), (b) those with less than 8th grade education (2.43 - 3.40), those with high school diploma (1.86 - 2.21), and participants in the 35-44 age bracket (1.89 - 2.29).

Statement 3: Adults learn as easily as children.

Initial and final means for the total group were 4.79 and 4.90 respectively. Those with one to three years of college education changed their attitude significantly (.01 level), from a 4.67 to a final mean of 5.28, tending closer to the undecided or neutral range.

Statement 4: The benefits of adult education are too obscure to justify it.

Little change was recorded from an initial 2.63 mean to a final 2.66. No variables significant. Rather strong rejection of the statement remained constant.

Statement 5: The need for adult education must exist since there are people who have benefitted by it.

Difference in mean scores were slight, from 7.97 to 7.93, reflecting a continued positive attitude. This reflected an unchanging positive acceptance of the proposition.

Those in business education became significantly (.05 level) favorable, reflected in a 8.05 to 8.44 initial to final mean score recording.

Statement 6: Adult education broadens the mind.

Composite means varied from 8.30 to 8.20, showing highly favorable responses. Two groups did indicate significantly less favor at the end -- those with trade school education (from 8.63 to 8.11, .01 level of significance) and those in the 25-34 age bracket (from 8.33 to 8.08, .05 level of confidence). Final means still fell in a very high acceptance range.

Statement 7: Further education increases one's self-confidence.

The mean for the total group was 8.34 in the pretest; 8.25 in the post-test, indicating extremely high acceptance of the stated premise. Two groups, those with trade school education and those in the 25-34 age classification, although still very favorable, exhibited significantly less favor at the end of their classes, dropping from 8.61 to 8.17 and from 8.42 to 8.12 respectively.

Statement 8: Learning ability remains constant throughout a lifetime.

No significant change was recorded for the total group with a pretest mean of 5.46 and post-test score of 5.40. Participants whose educational backgrounds were of a 9th to 12th grade level showed a decidedly less favorable attitude in their post-test. The mean dropped from 6.33 to 5.78, significant at .05 level.

Statement 9: Adults cannot memorize as easily as children.

Mean scores tended to be higher in the total group (5.08 - 5.24) in the post-test and for most of the subgroups. Those with less than 8th grade education and the 25-34 age group varied significantly between the initial test and the one given at the end. In the former instance the two means were 5.21 and 6.71 (the .01 level of significance); for the 25-34 age group the means were 4.98 and 5.42 (the .05 level).

Statement 10: Adult education never has and never will do anything for me.

Very definite rejection of this statement occurred at the pre- and post-test, with the two means being 1.78 and 1.73 respectively. No significant changes in attitude were noted by any group.

Statement 11: Adult education is just as important as the education of children.

A degree of acceptance was recorded at both the test administrations. Initial and final means were 7.10 and 7.04. No significant changes in attitude were noted on this statement.

Statement 12: Adult education fulfills personality needs.

Almost no change was noted in the total group's response, the pre-test score being 6.96; post-test, 6.95. The adult basic education group changed significantly their attitude on this proposition, from a relatively high initial mean of 7.88 to 7.29 at the end (.05 level of confidence).

Statement 13: Adult education is unnecessary since one can get all the information from books which may be needed.

Definite rejection of this statement occurred at the outset and at the end of the courses, 2.13 and 2.06 means. No significant change in attitude were shown. Strong disfavor with the statement was maintained.

Statement 14: I think the controversy over adult education is a little exaggerated as to the seriousness of the need.

Although there was greater rejection of this proposition by all but one group--those in industrial education--no significant differences were measured. Initial and final means for the aggregate enrollment were 4.02 and 3.85, tending more toward rejection of the proposition.

Statement 15: Nebraska should invest far more state money in adult education.

Identical mean scores (6.06) were recorded in the pre- and post-tests by

the enrollees. Significant changes did not occur, reflecting an undecided or neutral response.

Statement 16: The need for adult education is greatly exaggerated by those who stand to gain most from it, like teachers and politicians.

Again no significant changes in mean scores for the total group (3.13, 3.18) nor any of the sub-groups. General rejection of the statement was noted by the recorded means.

Statement 17: Adult education is fine if you have the time.

From an initial mean of 6.01 the total group's post-test mean dropped to 5.97, a score well within the "neutral" range.

Statement 18: Most adult evening courses are too expensive.

Although initial rejection of this statement was noted with a 2.91, an even more decided--and significant, (.01)--rejection was indicated at the end of the courses by the total enrollment. All sub-groups changed their attitudes in the same direction, two of them--those with a B.A. degree, and men--significantly at the .05 level.

Statement 19: We are investing about the right amount of money in our adult education programs.

Neutral responses of 4.82 and 4.78 were recorded by all respondents, showing no major change. Only those with trade school education showed significant difference in attitude, from a 4.74 to 5.31 score, both in the neutral or undecided range.

Statement 20: Adult evening courses lack content and waste time on non-essentials.

This statement was singular in that the greatest number of significant changes were recorded in participants attitudes. Six groups indicated significant changes at the .01 level: (1) the total group--2.77 to 2.48; (2) the busi-

ness education division--2.79 to 1.80; (3) general education division--2.86 to 2.41; (4) industrial education division--3.39 to 2.43; those who had done graduate work--3.13 to 2.43; and men 3.12 to 2.66.

Four sub-groups recorded changes in mean score at the .05 level of significance: (1) those with trade school education--2.76 to 2.15; (2) the 1-3 years of college group--2.71 to 2.33; (3) the 45-54 age category--2.99 to 2.56; and (4) women--2.60 to 2.36.

In all instances the change indicated a more complete rejection of the statement, and appeared to give much substantiation of the content selection and organized, relevant classroom activities.

Statement 21: Continuing one's education has become too much of a status symbol.

Initial and final means varied only slightly, for the entire group from 2.97 at the first session to 3.03 at the last meeting, reflecting basic rejection of the premise.

Statement 22: Learning ability reaches a peak before middle-age and declines only slightly thereafter.

All scores, initial and final, fell in the undecided (4.0 to 6.9) range. Four groups recorded .05-level-of-significance changes. The composite means changed from 4.83 to 5.08, those in the adult high school from 4.26 to 4.80, those in distributive education varied from 4.78 to 5.62, and the 1-3 years of college sub-group recorded an initial mean of 4.67 and a final mean of 5.29.

Statement 23: Adult education should be terminated immediately.

One of the strongest attitudes of rejection was recorded in response to this statement. The initial mean of 1.70 and final mean of 1.73 for the enrollees would seem to indicate a decided acceptance of adult education as a worthy endeavor.

Statement 24: Lincoln Public Schools should budget more tax money for adult education than they do at present.

Again a lack of information seemed to cause scores to remain in the undecided or neutral range. However, the total group tended to change toward a more favorable response (5.67 to 5.87--.05 level), the basic education students moved even more strongly toward the "acceptance" range (6.15 to 7.07); those with an 8th grade of less education changed at the .01 level from 5.74 to 7.06; those with a 12th grade education from 5.51 to 5.89 (.05 level); and the 55 and over age people, 5.76 to 6.43--.05 level of significance.

Statement 25: Adult education is just another liability to the taxpayer.

Once again with decided rejection of the statement--the means, initial and final, for the total group being 2.51 and 2.46, respectively--it can be assumed that the population in this study favor adult education, and to the extent of supporting some financial obligation on the part of the general public for its financial support.

Table 1 through 26 are included in Appendix C.

SUMMARY AND CONCLUSIONS

The statements used in the instrument were designed to assess attitudes toward adult education in several broad categories: (1) the ability of adults to learn, (2) the financial support for such programs and whether these experiences were worth the cost, (3) the overall benefit derived from adult education, and (4) the specific benefits gained.

The investigator grouped each of the twenty-five statements in one of these four general categories and derived a mean score for each as determined by the post-test scores. All statements were reworded to read positively and mean scores interpolated accordingly. The results indicate the following conclusion which can be drawn from the data:

1. Participants were uncertain regarding their ability to learn. Mean score for this category was 4.99, only .01 raw score points away from the exact middle of the neutral or undecided range. Whether the statement reflected on their ability as compared to children, or to general learning theory, a decided uncertainty can be noted.

2. The adult students definitely felt that adult education was worth the money expended. Mean score for responses on this premise was 7.50. However, the enrollees were undecided whether more tax monies, state or local, should be forthcoming. It is entirely possible that lack of specific knowledge concerning the sources and relative amounts obtained from each is too great a handicap for adults to make specific judgments and recommendations on this point.

3. The overall benefits and worth of adult education were accepted by participants. When asked if adult education demanded too much time and effort,

whether it lacked content and wasted time, or if the program should terminate immediately, the response was rescunding "No." Stated positively, they felt adult education should definitely continue, utilized time wisely, contained relevant material and subject matter, and the time and effort expended by students fair and worthwhile.

4. In grouping questions which alluded to specific benefits, as broadening the mind, and enhancing one's self-confidence, the adults expressed the opinion that particular needs were met. There was general uncertainty on the benefits derived in employment (5.99 mean) and general personality enrichment (6.95), although the latter score borders on the edge of a favorable response. Cumalative mean score for this classification was 7.56, indicating a quite favorable acceptance level.

In summation then, it can be said that the adult education program of the Lincoln, Nebraska, Public Schools at the time this study was conducted was well accepted by the participants. The strongest attitudes expressed were for retention of the program, on the basis that it increased self-confidence and broadened the mind. Very strong sentiment also existed for the curricular and instructional patterns employed in the classes.

RECOMMENDATIONS

On the basis of the conclusions drawn, these several recommendations can be made:

1. The Lincoln, Nebraska, Public Schools should retain the basic approach and patterns currently employed. Some attention should be given to the means whereby courses can contribute to personality development, and in various other areas the relationship to employment.

2. Participants should be made aware of two very important facts: one, the manner in which adult education programs, generally and in the local context, are financed. When participants are highly favorable to statements which ask if the program is worth the expenditure, yet are unable to determine if more public tax monies should be given, then adult educators have an immediately educational task: inform.

The second educational task evidently overlooked relates to informing participants of the findings on adult learning abilities. Without a point of comparison and with a new, and in most instances quite different, educational experience, adults are uncertain whether their capabilities are equal to those when they were younger. This uncertainty may well affect the degree of confidence with which they approach the adult education program; if indeed, the uncertainty may prevent their ever participating.

Summarily, the task is educational. Uninformed adults can exhibit as much, if not more, hesitancy and uncertainty about education and their ability to benefit, as can youth. The difference is--many adults are not in a position which forces them to school. Educators must erase the ignorance and fear in order to have the opportunity to prove the worth and relevance of adult education.

APPENDIX A

NUMBERS OF PARTICIPANTS BY DIVISION, AGE, SEX,
EDUCATIONAL BACKGROUND AND SOURCE OF TUITION

		*Age					*Sex		*Highest Educational Level Attained							*Source of Funds		
		Under 25	25-34	35-44	45-54	55 or over	Male	Female	8th or Less	9th-11th	12th Grade	Trade Tech	1-3y. Coll.	B.A. B.S.	Grad. Work	Self or Family	Sponsor Agency	Employ-er
Adult Basic Education	No.	22	20	15	14	2	29	44	28	13	17	1	6	1	7	49	22	2
	%	30.14	27.40	27.55	19.18	2.74	39.73	60.27	38.36	17.81	23.29	1.37	8.22	1.37	9.59	67.12	30.14	2.74
Adult High School	No.	118	58	25	14	1	131	85	20	154	25	8	4	2	2	178	29	8
	%	58.63	26.85	11.57	6.48	0.46	60.65	39.35	9.26	71.30	11.57	3.70	1.85	0.93	0.93	82.41	13.43	3.70
Adult Business Education	No.	93	38	50	34	8	42	181	3	25	106	29	49	5	6	207	6	9
	%	41.70	17.04	22.42	15.25	3.59	18.83	81.17	1.35	11.21	47.53	13.00	21.97	2.24	2.69	92.83	2.69	4.04
Adult Distributive Education	No.	19	53	51	34	9	74	92	1	7	52	22	41	25	18	153	3	10
	%	11.4	31.93	30.72	20.48	5.42	44.58	55.42	0.60	4.22	31.33	13.25	24.70	15.06	10.84	92.17	1.81	6.02
Adult General Educatiomn	No.	53	90	55	35	27	67	193	1	6	57	20	69	62	45	257	1	2
	%	20.38	34,62	21.15	13.46	10.38	25.77	74.23	0.38	2.31	21.92	7.69	26.54	23.85	17.31	98.85	0.38	0.77
Adult Home and Family Life	No.	63	130	90	72	42	6	388	4	19	115	51	104	79	24	374	0	21
	%	15.87	32.75	22.67	18.14	10.58	1.51	97.73	1.01	4.79	28.97	12.85	26.20	19.90	6.05	94.21	0.0	5.29
Adult Industrial Education	No.	24	59	32	30	21	135	31	8	14	64	21	27	17	16	144	2	20
	%	14.73	35.33	19.16	17.96	12.57	80.84	18.56	4.79	8.38	38.32	12.57	16.17	10.18	9.58	86.23	1.20	11.98
TOTAL* Number		392	448	318	233	110	484	1014	65	238	436	152	300	191	118	1362	63	72

*Totals do not correspond because of failure of some participants to support all items of personal information.

APPENDIX B

DIRECTIONS: Write the number which corresponds to the correct information as requested. Write that number in the space provided to left of question.

I. In which division of Lincoln Continuing Education is this course?

1. adult basic education
2. adult high school
3. adult business education
____ 4. adult distributive education
5. adult general education
6. adult home and family life
7. adult industrial

II. Age classification:

1. under 25
2. 25-34
____ 3. 35-44
4. 45-54
5. 55 or over

III. Sex:

____ 1. male
2. female

IV. Highest level of formal education completed:

1. 8th grade or less
2. 9th - 11th grade
3. 12th grade
4. trade, business, or technical school
____ 5. 1 - 3 years of college
6. baccalaureate degree
7. graduate work

V. Source of funds to pay tuition cost for this course:

1. self (your own or family)
____ 2. sponsoring agency (labor union, county agency,....)
3. employer

VI. Total number of scheduled class meetings for this course:

1. six or fewer
2. 7 - 10
____ 3. 11 - 15
4. 16 or more

VII. Length of class meeting:

1. one hour or less
____ 2. 1 - 2 hours
3. over two hours

VIII. Number of times class meets each week:

1. once
_____ 2. twice
3. 3 or more times

IX. What time of day does class meet:

1. morning
_____ 2. afternoon
3. evening

ATTITUDE TOWARD ADULT EDUCATION

This is an experimental study of attitudes toward adult education. You will be asked to read a list of statements expressing opinions on adult education, adult learning abilities, and the cost of adult education. Please respond to each statement in accordance with your own opinion. Let your experience and knowledge determine your response.

DIRECTIONS: Below is a scale with numbers indicating the degree or extent of agreement or disagreement. Number 9 denotes strongest AGREEMENT; number 1 indicates strongest DISAGREEMENT; and number 5 refers to NEUTRAL or undecided. Choose the number which most closely corresponds with your opinion on each of the statements below, then write that number in the space preceding the statement.

9 8 7 6 5 4 3 2 1.

Strongly agree — Undecided — Strongly disagree

_____ 1. Adult education is the answer to unemployment.
_____ 2. Adult education requires too much time and effort.
_____ 3. Adults learn as easily as children.
_____ 4. The benefits of adult education are too obscure to justify it.
_____ 5. The need for adult education must exist since there are people who have benefitted by it.
_____ 6. Adult education broadens the mind.
_____ 7. Further education increases one's self-confidence.
_____ 8. Learning ability remains constant throughout a lifetime.
_____ 9. Adults cannot memorize as easily as children.
_____ 10. Adult education never has and never will do anything for me.
_____ 11. Adult education is just as important as the education of children.
_____ 12. Adult education fulfills personality needs.
_____ 13. Adult education is unnecessary since one can get all the information from books which may be needed.
_____ 14. I think the controversy over adult education is a little exaggerated as to the seriousness of the need.
_____ 15. Nebraska should invest far more state money in adult education.
_____ 16. The need for adult education is greatly exaggerated by those who stand to gain most from it, like teachers and politicians.
_____ 17. Adult education is fine if you have the time.
_____ 18. Most adult evening courses are too expensive.
_____ 19. We are investing just about the right amount of money in our adult education programs.

_____ 20. Adult evening courses lack content and waste time on non-essentials.
_____ 21. Continuing one's education has become too much of a status symbol.
_____ 22. Learning ability reaches a peak before middle-age and declines only slightly thereafter.
_____ 23. Adult education should be terminated immediately.
_____ 24. Lincoln Public Schools should budget more tax money for adult education than they do at present.
_____ 25. Adult education is just another liability to the taxpayer.

APPENDIX C

TABLE

Statement 1: Adult education is the answer to unemployment.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	6.49	6.86	156	.96	-
2. Adult High School	5.93	6.28	362	1.30	-
3. Adult Business Education	6.44	6.01	363	1.69	-
4. Adult Distributive Education	5.76	5.91	256	.55	-
5. Adult General Education	5.41	5.85	498	2.19	-
6. Adult Home and Family Life	5.65	5.64	660	.04	-
7. Adult Industrial Education	5.93	6.08	269	.54	-
B. ALL DIVISIONS (composite)	5.85	5.99	2576	1.46	-
C. Variables (all Divisions) showing significant change:					
1. 25-34 years of age	5.68	6.16	758	2.96	.01

TABLE

Statement 2: Adult education requires too much time and effort.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	2.08	2.47	156	1.15	-
2. Adult High School	2.02	2.38	362	1.76	-
3. Adult Business Education	1.74	2.11	363	1.88	-
4. Adult Distributive Education	1.96	2.15	256	.75	-
5. Adult General Education	2.03	2.02	498	.06	-
6. Adult Home and Family Life	1.80	2.10	660	2.03	.05
7. Adult Industrial Education	1.89	1.89	269	.04	-
B. ALL DIVISIONS	1.90	2.14	2576	3.10	.01
C. Variables (all divisions) showing significant change:					
1. Less than 8 grade education	2.43	3.40	115	2.02	.05
2. 12th Grade education	1.86	2.21	742	2.37	.05
3. Under 25 years of age	1.92	2.32	622	2.60	.01
4. 35-44 yrs of age	1.89	2.29	551	2.39	.05
5. Women	1.80	2.05	1679	2.73	.01

TABLE

Statement 3: Adults learn as easily as c ildren.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions					
1. Adult Basic Education	4.00	4.46	156	1.03	-
2. Adult High School	4.76	5.08	362	1.18	-
3. Adult Business Education	5.05	4.62	363	.88	-
4. Adult Distributive Education	5.03	5.15	256	.36	-
5. Adult General Education	4.22	4.65	498	1.93	-
6. Adult Home and Family Life	5.10	4.97	660	.65	-
7. Adult Industrial Education	4.75	5.29	269	1.67	-
B. ALL DIVISIONS (composite)	4.79	4.90	2576	1.04	-
C. Variables (all divisions) showing significant change:					
1. 1-3 yrs. college education	4.67	5.28	495	2.63	.01

TABLE

Statement 4: The benefits of adult education are too obscure to justify it.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions					
1. Adult Basic Education	3.74	3.39	156	.85	-
2. Adult High School	3.06	3.20	362	..55	-
3. Adult Business Education	2.40	2.49	363	.36	-
4. Adult Distributive Education	2.63	2.59	256	.17	-
5. Adult General Education	2.38	2.35	498	.19	-
6. Adult Home and Family Life	2.31	2.42	660	.71	-
7. Adult Industrial Education	3.05	2.96	269	.29	-
B. ALL DIVISIONS (composite)	2.63	2.66	2576	.38	-

TABLE

Statement 5: The need for adult education must exist since there are people who have benefitted by it.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	7.93	7.68	156	.74	-
2. Adult High School	8.03	7.98	362	.25	-
3. Adult Business Education	8.05	8.44	363	2.39	.05
4. Adult Distributive Education	7.98	7.98	256	.02	-
5. Adult General Education	7.79	7.66	498	.81	-
6. Adult Home and Family Life	8.01	8.01	660	.00	-
7. Adult Industrial Education	8.01	7.76	269	1.11	-
B. ALL DIVISIONS (composite)	7.97	7.93	2576	.59	-

TABLE

Statement 6: Adult education broadens the mind.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	8.40	7.89	156	1.75	-
2. Adult High Education	8.00	7.97	362	.21	-
3. Adult Business Education	8.56	8.52	363	.40	-
4. Adult Distributive Education	8.50	8.25	256	1.51	-
5. Adult General Education	8.12	8.21	498	.66	-
6. Adult Home and Family Life	8.34	8.28	660	.56	-
7. Adult Industrial Education	8.26	8.05	269	1.07	-
B. ALL DIVISIONS (composite)	8.30	8.20	2576	1.75	-
C. Variables (all divisions) showing significant change:					
1. Trade School Education	8.63	8.11	253	2.98	.01
2. 25-34 yrs	8.33	8.08	758	2.34	.05

TABLE

Statement 7: Further education increases one's self-confidence.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions					
1. Adult Basic Education	8.19	8.21	156	.07	-
2. Adult High School	7.95	7.94	362	.09	-
3. Adult Business Education	8.61	8.54	363	.65	-
4. Adult Distributive Education	8.52	8.25	256	1.74	-
5. Adult General Education	8.28	8.21	498	.59	-
6. Adult Home and Family Life	8.39	8.33	660	.54	-
7. Adult Industrial Education	8.35	8.21	269	.75	-
B. ALL DIVISIONS	8.34	8.25	2576	1.65	-
C. Variables (all divisions) showing significant change:					
1. Trade School Education	8.61	8.17	253	2.50	-
2. 25-34 yrs.	8.42	8.12	758	2.93	.01

TABLE

Statement 8: Learning ability remains constant throughout a lifetime.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	6.56	6.23	156	.73	-
2. Adult High School	5.94	5.59	362	1.18	-
3. Adult Business Education	5.63	5.59	363	.12	-
4. Adult Distributive Education	5.24	5.46	256	.59	-
5. Adult General Education	4.62	4.92	498	1.17	-
6. Adult Home and Family Life	5.49	5.26	660	1.06	-
7. Adult Industrial Education	5.58	5.61	269	.07	-
B. ALL DIVISIONS (composite)	5.46	5.40	2576	.51	-
C. Variables (all divsions) showing significant change:					
1. 9-12 grades	6.33	5.78	409	1.99	.05

TABLE

Statement 9: Adults cannot memorize as easily as children.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	5.30	5.92	156	1.38	-
2. Adult High School	4.74	5.15	362	1.50	-
3. Adult Business Education	5.11	5.16	363	.18	-
4. Adult Distributive Education	5.07	4.84	256	.70	-
5. Adult General Education	5.37	5.22	498	.68	-
6. Adult Home and Family Life	4.99	5.35	660	1.77	-
7. Adult Industrial Ecducation	5.17	5.07	269	.30	-
B. ALL DIVISIONS (composite)	5.08	5.24	2576	1.54	-
C. Variables (all divisions) showing significant change:					
1. less than 8 grade	5.21	6.71	115	2.96	.01
2. 25-34 yrs.	4.98	5.42	758	2.37	.05

TABLE

Statement 10: Adult education never has and never will do anything for me.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	2.00	1.91	156	.28	-
2. Adult High School	1.97	2.01	362	.20	-
3. Adult Business Education	1.82	1.58	363	1.24	-
4. Adult Distributive Education	1.76	1.67	256	.39	-
5. Adult General Education	1.86	1.73	498	.76	-
6. Adult Home and Family Life	1.61	1.73	660	.78	-
7. Adult Industrial Education	1.70	1.48	269	1.12	-
B. ALL DIVISIONS (composite)	1.78	1.73	2576	.63	-

TABLE

Statement 11: Adult education is just as important as the education of children.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	8.05	7.63	156	1.30	-
2. Adult High School	7.81	7.76	362	.23	-
3. Adult Business Education	7.39	7.29	363	.42	-
4. Adult Distributive Education	6.65	7.21	256	1.77	-
5. Adult General Education	6.59	6.50	498	.39	-
6. Adult Home and Family Life	6.95	6.71	660	1.26	-
7. Adult Industrial Education	7.01	7.12	269	.40	-
B. ALL DIVISIONS (composite)	7.10	7.04	2576	.68	-

TABLE

Statement 12: Adult education fulfills personality needs.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	7.88	7.29	156	2.15	.05
2. Adult High School	6.34	6.59	362	1.09	-
3. Adult Business Education	6.83	6.42	363	1.95	-
4. Adult Distributive Education	7.07	6.68	256	1.52	-
5. Adult General Education	7.04	7.20	498	.94	-
6. Adult Home and Family Life	7.18	7.22	660	.32	-
7. Adult Industrial Education	6.81	6.88	269	.27	-
B. ALL DIVSIONS: (compcsite)	6.96	6.95	2576	.15	-

TABLE

Statement 13: Adult education is unnecessary since one can get all the information from books which may be needed.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	2.68	2.31	156	.93	-
2. Adult High School	2.17	2.19	362	.11	-
3. Adult Business Education	2.04	2.00	363	.23	-
4. Adult Distributive Education	2.39	2.14	256	1.12	-
5. Adult General Education	2.05	2.11	498	.43	-
6. Adult Home and Family Life	2.03	1.89	660	1.02	-
7. Adult Industrial Education	2.05	2.05	269	.03	-
B. ALL DIVISIONS	2.13	2.06	2576	.90	-

TABLE

Statement 14: I think the controversy over adult education is a little exaggerated as to the seriousness of the need.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	3.90	3.62	156	.69	-
2. Adult High School	3.94	3.81	362	.47	- -
3. Adult Business Education	3.72	3.47	363	1.02	-
4. Adult Distributive Education	4.05	3.93	256	.39	-
5. Adult General Education	4.01	3.92	498	.43	-
6. Adult Home and Family Life	4.27	4.00	660	1.55	-
7. Adult Industrial Education	3.97	3.98	269	.04	-
B. ALL DIVISIONS (composite)	4.02	3.85	2576	1.84	-

TABLE

Statement 15: Nebraska should invest far more state money in adult education.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	7.27	6.92	156	1.11	-
2. Adult High School	6.55	6.70	362	.68	-
3. Adult Business Education	6.20	5.94	363	1.16	-
4. Adult Distributive Education	6.03	6.05	256	.09	-
5. Adult General Education	5.81	5.76	498	.32	-
6. Adult Home and Family Life	5.59	5.58	660	.10	-
7. Adult Industrial Education	6.21	6.51	269	1.10	-
B. ALL DIVISIONS (composite)	6.06	6.06	2576	.00	-

TABLE

Statement 16: The need for adult education is greatly exaggerated by those who stand to gain most from it, like teachers and politicians.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	3.01	3.45	156	1.08	-
2. Adult High School	3.42	3.53	362	.44	-
3. Adult Business Education	3.02	2.96	363	.29	-
4. Adult Distributive Education	2.89	3.26	256	1.40	-
5. Adult General Education	3.20	2.97	498	1.22	-
6. Adult Home and Family Life	3.13	3.10	660	.21	-
7. Adult Industrial Education	3.11	3.34	269	.76	-
B. ALL DIVISIONS (composite)	3.13	3.18	2576	.49	-

TABLE

Statement 17: Adult education is fine if you have the time.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions					
1. Adult Basic Education	5.68	5.41	156	.54	-
2. Adult High School	5.25	5.36	362	.35	-
3. Adult Business Education	5.95	6.01	363	.19	-
4. Adult Distributive Education	5.99	5.77	256	.59	-
5. Adult General Education	5.97	5.93	498	.17	-
6. Adult Home and Family Life	6.38	6.40	660	.09	-
7. Adult Industrial Education	6.38	6.38	269	.02	-
B. ALL DIVISIONS (composite)	6.01	5.97	2576	.35	-

TABLE

Statement 18: Most adult evening courses are too expensive.

	Initial Mean	Final mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions					
1. Adult Basic Education	3.48	2.71	156	1.93	-
2. Adult High School	4.12	3.60	362	1.82	-
3. Adult Business Education	2.72	2.45	363	1.10	-
4. Adult Distributive Education	2.29	2.13	256	.70	-
5. Adult General Education	2.66	2.50	498	.85	-
6. Adult Home and Family Life	2.89	2.63	660	1.51	-
7. Adult Industrial Education	2.43	2.39	269	.14	-
B. ALL DIVISIONS (composite)	2.91	2.65	2576	2.88	.01
C. Variables (all divisions) showing significant change:					
1. B. A. degree	2.71	2.28	331	2.00	.05
2. Men	2.99	2.67	889	2.03	.05

TABLE

Statement 19: We are investing just about the right amount of money in our adult education programs.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	4.75	4.34	156	.99	-
2. Adult High School	4.59	4.68	362	.37	-
3. Adult Business Education	4.81	4.87	363	.27	-
4. Adult Distributive Education	4.84	4.67	256	.61	-
5. Adult General Education	5.03	4.82	498	1.20	-
6. Adult Home and Family Life	4.89	5.01	660	.83	-
7. Adult Industrial Education	4.62	4.57	269	.18	-
B. ALL DIVISIONS (composite)	4.82	4.78	2576	.42	-
C. Variables (all divisions) showing significant change:					
1. Trade School Education	4.74	5.31	253	2.38	.05

TABLE

Statement 20: Adult evening courses lack content and waste time on non-essential.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	2.47	2.71	156	.67	-
2. Adult High School	2.78	2.95	362	.67	-
3. Adult Business Education	2.79	1.80	363	5.04	.01
4. Adult Distributive Education	2.64	2.71	256	.26	-
5. Adult General Education	2.86	2.41	498	2.66	.01
6. Adult Home and Family Life	2.55	2.52	660	.21	-
7. Adult Industrial Education	3.39	2.43	269	3.94	.01
B. ALL DIVISIONS (composite)	2.77	2.48	2576	3.58	.01
C. Variables (all divisions) showing significant change:					
1. Trade School Education	2.76	2.15	253	2.57	.05
2. 1-3 yr. of college	2.71	2.33	495	1.98	.05
3. Graduate College	3.13	2.43	214	2.80	.01
4. 45-54 yrs.	2.99	2.56	428	1.97	.05
5. Men	3.12	2.66	889	3.24	.01
6. Women	2.60	2.36	1679	2.42	.05

TABLE

Statement 21: Continuing one's education has become too much of a status symbol.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	3.40	2.78	156	1.51	-
2. Adult High School	3.19	3.49	362	1.05	-
3. Adult Business Education	2.95	3.06	363	.43	-
4. Adult Distributive Education	2.85	3.08	256	.72	-
5. Adult General Education	2.89	2.78	498	.53	-
6. Adult Home and Family Life	2.88	3.09	660	1.13	-
7. Adult Industrial Education	2.96	2.87	269	.30	-
B. ALL DIVISIONS (composite)	2.97	3.03	2576	.60	-

TABLE

Statement 22: Learning ability reaches a peak before middle-age and decline only slightly thereafter.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	4.78	4.13	156	1.45	-
2. Adult High School	4.26	4.80	362	2.08	.05
3. Adult Business Education	5.03	4.93	363	.36	-
4. Adult Distributive Education	4.78	5.62	256	2.53	.05
5. Adult General Education	5.06	5.43	498	1.64	-
6. Adult Home and Family Life	4.90	5.02	660	.62	-
7. Adult Industrial Education	4.83	5.31	269	1.46	-
B. ALL DIVISIONS (composite)	4.83	5.08	2576	2.44	.05
C. Variable (all divisions) showing significant:					
1. 1-3 yrs college education	4.67	5.29	495	2.52	.05

TABLE

Statement 23: Adult education should be terminated immediately.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	2.16	2.09	156	.20	-
2. Adult High School	2.41	2.53	362	.45	-
3. Adult Business Education	1.82	1.66	363	.78	-
4. Adult Distributive Education	1.39	1.38	256	.07	-
5. Adult General Education	1.33	1.55	498	1.75	-
6. Adult Home and Family Life	1.53	1.51	660	.23	-
7. Adult Industrial Education	1.73	1.71	269	.09	-
B. ALL DIVISIONS (composite)	1.70	1.73	2576	.38	-

TABLE

Statment 24; Lincoln Public Schools should budget more tax money for adult education than they do at present.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significance
A. Divisions:					
1. Adult Basic Education	6.15	7.07	156	2.40	.05
2. Adult High School	6.12	6.36	362	1.02	-
3. Adult Business Education	5.79	5.58	363	.96	-
4. Adult Distributive Education	5.79	5.74	256	.18	-
5. Adult General Education	5.38	5.70	498	1.84	-
6. Adult Home and Family Life	5.31	5.46	660	.93	-
7. Adult Industrial Education	5.89	6.10	269	.78	-
B. ALL DIVISIONS (composite)	5.67	5.87	2576	2.37	.05
C. Variables (all divisions) showing significant change:					
1. 8grade	5.74	7.06	115	2.89	.01
2. 12th grade	5.51	5.89	742	2.39	.05
3. 55-over	5.76	6.43	207	2.21	.05

TABLE

Statement 25: Adult education is just another liability to the taxpayer.

	Initial Mean	Final Mean	Degrees of Freedom	T-Scores	Level of Significant
A. Divisions:					
1. Adult Basic Education	2.78	2.79	156	.02	-
2. Adult High School	2.81	2.88	362	.33	-
3. Adult Business Education	2.37	2.29	363	.38	-
4. Adult Distributive Education	2.26	2.52	256	1.04	-
5. Adult General Education	2.50	2.20	498	1.69	-
6. Adult Home and Family Life	2.39	2.37	660	.16	-
7. Adult Industrial Education	2.73	2.59	269	.52	-
B. ALL DIVISIONS (composite)	2.51	2.46	2576	.61	-

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